UNIVERSITY OF CAPE COAST

LEADERSHIP STYLES AND CONFLICT MANAGEMENT AMONG

TEACHERS IN SECOND CYCLE INSTITUTIONS IN THE

BOLGATANGA MUNICIPALITY

BY

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my original research and that no part of it has been presented for another degree in this University or elsewhere.
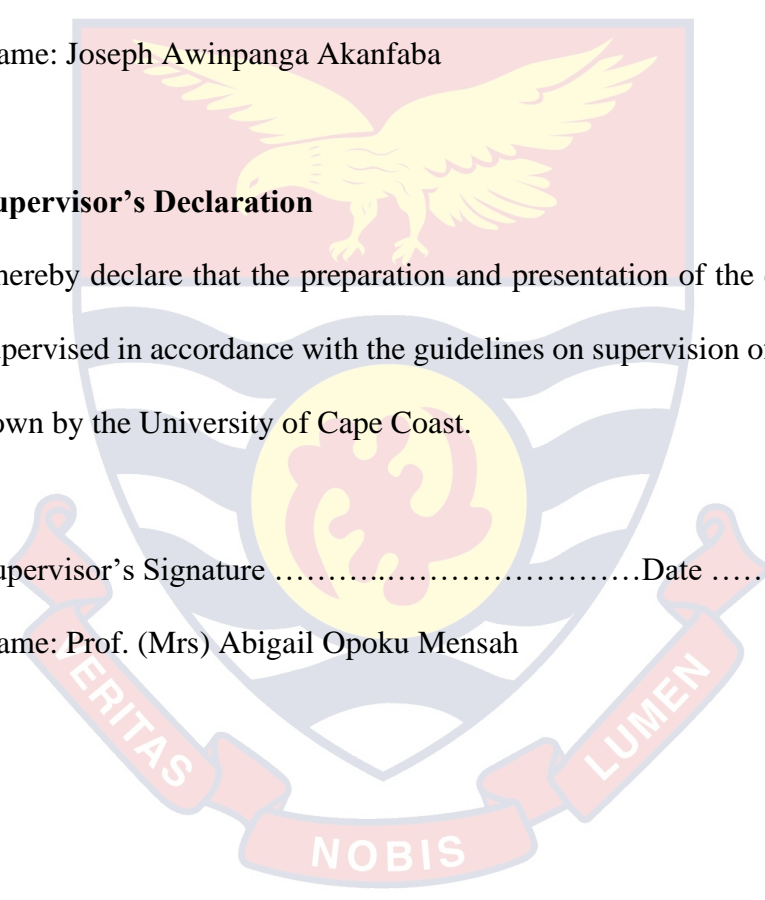

Candidate's Signature …………..………………. Date ……………………..

Name: Joseph Awinpanga Akanfaba

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature ………..…………………Date ……………………

Name: Prof. (Mrs) Abigail Opoku Mensah

ABSTRACT

Among instructors at Second Cycle Institutions in the Bolgatanga Municipality of the Upper East Region of Ghana, the research sought to determine the efficacy of various leadership styles employed in conflict resolution while dealing with difficult students. To be more specific, the research aimed to identify the primary causes of conflict among teachers, the different leadership styles used in conflict resolution, the efficacy of conflict resolution, and the connection between leadership styles and the success of conflict resolution. Teachers from five chosen Senior High Schools in the Bolgatanga Municipality were asked to complete a standardized questionnaire, which made it easier to collect information. An overall total of 215 instructors took part in the research. In order to analyze the data, descriptive and inferential statistics were both utilized in conjunction. In the study, it was discovered that perceived prejudice, a lack of clarity or responsibility, a lack of transparency in the promotion process, and inadequate leadership were the most common reasons of disputes. Integrating, compromise, and dominating leadership styles were more often used in conflict management than obliging and avoiding leadership styles, which were less frequently used. obliging and avoiding leadership styles were the least frequently used. When it came to dispute resolution, the schools were only marginally successful. Only the integrating and obliging leadership styles, on the other hand, had a statistically significant beneficial impact on the overall performance of the schools in terms of conflict management. A recommendation from the research is for school administrators to use both integrative and compliant leadership styles in conflict resolution, in order to enhance the efficacy of conflict resolution in the classroom.

KEYWORDS

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Finally, I want to thank all my colleagues and lecturers whose constructive criticisms have enormously contributed to the success of this research work. I'm really grateful.
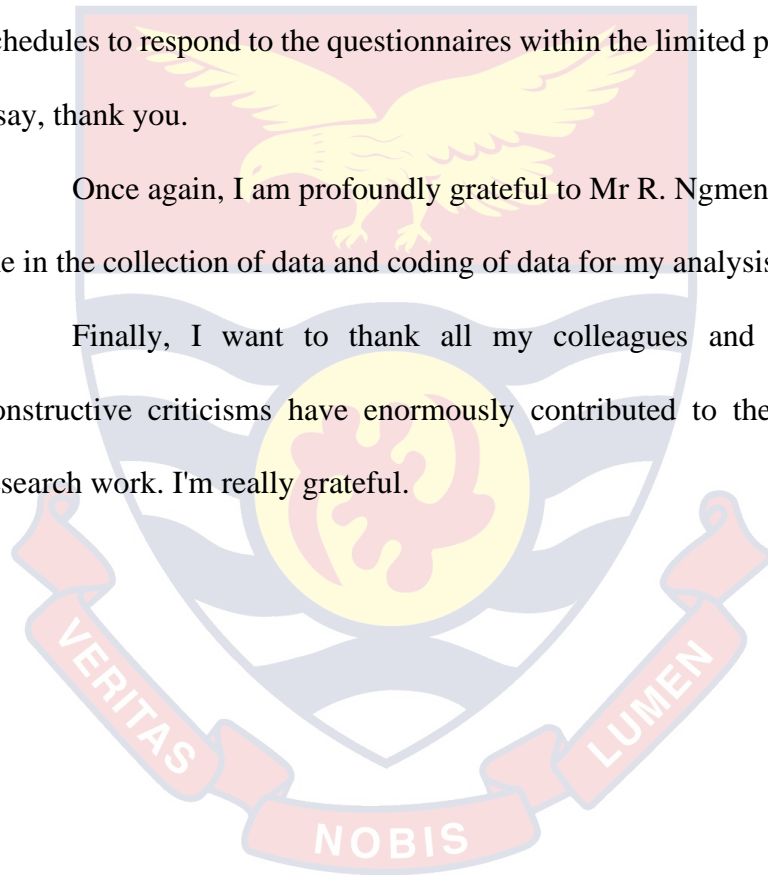
DEDICATION

To my beloved wife, Mrs Joycelin Asoba Akanfaba and my children

Awinpanga, Awindolma and Winsum and also my mother, Mary Williams and

my aunty, Mrs Elizabeth Opoku for their prayers and words of encouragement

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LIST OF ACRONYMS

BMD   Bolgatanga Municipal District

LI   Legal Instrument

MoE   Ministry of Education

SPSS   Statistical Package for Social Sciences

CHAPTER ONE

INTRODUCTION

Achieving aims and objectives via money, personal conflicts and other individual and communal methods is what is called "social businesses". According to Almeida, spatial design is all about goals and preferences (2017). This forces the parties to sort out problems. Conflict is extremely frequent in second cycle institutions, according to Almeida (2017). All executives must manage disagreement (Harmon, 2002; Pepin, 2005). A group sees another as opposing or harming its interests. Leadership style affects conflict resolution (Hede, 2001). This research used quantitative, descriptive, and explanatory methods to assess leadership styles and conflict management among teachers in second cycle institutions in the Bolgatanga Municipality in the Upper East region of Ghana.

Background to the Study

In an organization, there may be conflict between individuals, between work groups or teams, and between or among groups or work teams inside the organization. Organizational issues are often associated with organizational characteristics, such as goals, principles, and standards, as well as systemic components, such as heterogeneity, decentralization, and ambiguity of role expectations (Chhanwal, 2020). Disagreements in authority, competition for limited resources, diverging rather than converging tendencies, undue reliance on one department over another, jurisdictional uncertainty or a lack of clarity of duty, self-denial or a failure to recognize one's own characteristics are all factors that can lead to conflict among groups and organizations. Conflict can also arise as a result of a lack of recognition or recognition of one's own characteristics

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(Chhanwal, 2020). Conflicts in societies and businesses are often avoided by management and the "rank and file" as a result of the negative consequences they have on the organization's overall cohesion.

Conflict may be divided into two categories: constructive (good) conflict and destructive (negative) conflict (negative). Specifically, Johnson, Johnson, and Tjosvold (2000) explain that constructive disagreement is commonly used to describe constructive conflict, which refers to instances in which the ideas, facts, assumptions, theories, and opinions of one person do not match those of another person and both people attempt to reach a consensus through negotiation. It is possible to have constructive disagreement that results in smoother transitions or improvements as well as better performance, improved interaction, greater engagement, improved performance, and higher quality of problem solution (Hunitie, 2016; Tjosvold, 2000). Destructive conflict, on the other hand, is defined as a social situation in which the goals or values of two or more parties are seen to be incompatible, parties try to influence one another, and hostile emotions toward the parties are felt towards one another (Fischer, 2006).

When employees dispute in the workplace, it has negative repercussions that include lower performance, reduced employee satisfaction, and increased turnover (Hornstein, 2003; Pearson, Andersson and Porath, 2005; Runde & Flanagan, 2007). The researchers at Pennek et al. (2006) discovered that workplace incivility and conflict are adversely related to job satisfaction, and that when incivility and/or conflict increase, job satisfaction decreases as well. Cortina, Magley, Williams, and Langhout (2001) conducted an integrative literature review on incivility in the workplace and discovered that incivility in

the workplace contributed to decreased employee satisfaction, job withdrawal, psychological distress, increased turnover, and decreased organizational involvement. Unresolved workplace incivility, according to Samanta and Lamprakis (2018), is one of the biggest reducible organizational expenses that may be reduced. Incivility in the workplace has negative repercussions for both businesses and people, which highlights the need of investigating this issue (Cortina et al., 2001).

Managing conflict is regarded as a critical activity for business executives to engage in (Green, 2019). Leaders spend a significant amount of time to the resolution of disputes (Adams, 2006). Recent studies have shown that executives spend anywhere from 20% (DuBrin, 2004) and 40% (Stanley and Algert, 2007) of their time resolving conflicts. Conflict management in the workplace may have either good or bad consequences (Rahim, 2001). Despite the fact that Stanley (2004) said that organizations must incorporate conflict management leadership training in order to provide comprehensive support to the organization, academics contend that community college leaders are not adequately prepared to deal with conflict in the workplace (Cooper and Pagoto, 2003).

According to Rahim (2002), organizational conflict management involves assessing and resolving emotional and substantive disputes at the individual, intra-group, and intergroup levels. It is possible that an evaluation will reveal whether or not a need for an intervention exists, as well as the kind of intervention that is needed. As a general rule, an intervention aims to: (1) increase the level of substantive conflict in non-routine activities at different levels; (2) reduce affective conflict at all levels; and (3) encourage employees

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to use acceptable conflict management styles in order to deal with various situations effectively. An effective evaluation of conflict and process, as well as systemic solutions, may help organizations learn and become more successful.

Statement of the Problem

Improving education is one of Ghana's major development priorities (Ministry of Education [MoE], 2016). Governments have made many attempts to restore the quality of education to guarantee that it fulfils individual needs and provides the human resources required for national development. To fulfil this responsibility, schools must create a culture of teacher excellence. Because corporate culture is linked to individual performance (Bolman & Deal, 2017). Schools appear to be hotbeds of strife (Igo, 2016). Jalal and Qaysi (2018) define school culture as meanings produced in a political struggle. Interpersonal and therefore organizational conflict requires good management to guarantee the organization's objectives are achieved.

Dispute resolution has become a major area of organizational behavior. Researchers believe that disagreement has a positive effect on group identification, development, and functioning (Deshpande & Rihan, 2020; Leffel, Hallam, & Darling, 2012). Iravo (2011) showed that if school administrators handle conflict positively, become aware of conflict causes, and deal with conflict situations, they may improve collaboration and performance. The leadership style and conflict management methods used may greatly influence the outcome of a dispute. Leadership is about controlling and guiding others. For example, Bartlett (2009) discovered that managers who regarded more transformational leadership favoured an integrated and compelling approach of conflict management. Those deemed more transactional opted to

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compromise conflict management approach. Administrators saw a laissez-faire leadership approach, avoiding subordinate conflicts.

The ability to manage internal business conflicts creatively is becoming a necessity. Today's successful businesses must develop systems, attitudes, and behaviours that favour consumers and workers (Rubio & Picardo, 2017).

The following literature shows that there are numerous researches on the connection between leadership styles and conflict resolution methods. Leading, managing, and resolving conflict among nurses were among the topics covered in this research. These studies failed to investigate how teachers' leadership styles influence dispute resolution. Less clear was how different leadership styles influenced various conflict management methods. This research sought to address the gap in the literature by evaluating the efficacy of conflict management leadership styles in second cycle schools in the Bolgatanga Municipality.

Purpose of the Study

The purpose of this study is to examine the leadership styles and conflict management among teachers in second cycle institutions in the Bolgatanga Municipality in the Upper East region in Ghana.

Objectives of the Study

The following specific objectives have been outlined to attain the main aim of the study:

1. To assess the major causes of conflict among teachers in second cycle schools in the Bolgatanga Municipality.

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2. To identify the various leadership styles employed in conflict management amongst teachers in second cycle schools in the Bolgatanga Municipality.

3. To evaluate the effectiveness of conflict management practices among teachers in selected second cycle schools in the Bolgatanga Municipality.

4. To find out the relationship between leadership styles and the effectiveness of conflict management among teachers in second cycle schools in the Bolgatanga Municipality.

Research Questions

The following research questions have been formulated to achieve the specific objectives of the study:

1. What are the major causes of conflict among teachers in second cycle schools in the Bolgatanga Municipality?

2. What are the various leadership styles employed in conflict management amongst teachers in second cycle schools in the Bolgatanga Municipality?

3. What is the level of effectiveness of conflict management among teachers in selected second cycle schools in the Bolgatanga Municipality?

4. What is the relationship between leadership styles and the effectiveness of conflict management among teachers in second cycle schools in the Bolgatanga Municipality?

Significance of the Study

The results of this research revealed the primary reasons of disputes among teachers in second cycle schools in the Bolgatanga Municipality,

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according to the findings of the study. This research thus brings to light the frequency with which the different leadership styles have been used in organizations. The degree of effectiveness of conflict management in the institutions was also determined so that an adequate conflict management policy could be developed to guarantee that instructors live in peace while carrying out their primary responsibilities. In addition, the impact of different leadership styles on the efficacy of conflict management will be determined, allowing the most suitable leadership style to be suggested for implementation in comparable organizations once the research is completed. Finally, the report will be utilized as a resource for future researchers interested in the existing literature on organizational conflict management who want to further their study.

Delimitation

The scope of the research is also restricted to the causes of disputes among teachers, the leadership styles that are used in conflict resolution, and the influence that these styles have on the efficacy of conflict resolution. Only instructors employed by the chosen schools were taken into consideration. The research did not include any members of the non-teaching staff members. The findings of the research were not compared since it was assumed that the organizational cultures of the two institutions were comparable. The results were limited to second cycle schools in the Bolgatanga Municipality and did not apply to other schools. Given that teachers are the only participants, it is possible that participant bias may arise, which will have an impact on the internal validity of the research. It is also assumed that the respondents would comprehend the questions included in the survey and will provide honest and acceptable responses to these questions while responding. In addition, the

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reliability and validity of the data collecting and analysis tools may have an impact on the validity of the research as a whole. Glava, Kondi, and Bali (2019) also pointed out that students were not included in the list of respondents, which they considered to be one of the study's main flaws.

Limitation

It is anticipated that the use of a cross-sectional survey method will pose certain difficulties in ensuring the correctness of the study results. The study's reliance on solely school-related instructional materials made it impossible to collect the necessary information quickly and efficiently. This is due to the fact that administrators were preoccupied with supplying the information required for this research. In addition, several target participants were unable to give information due to a lack of time on their hands. However, in order to make data more accessible, a structured questionnaire was utilized.

Again, the research will be conducted at a large number of institutions, which will provide a difficulty. In part, this is due to the fact that traveling from one institution to another in search of knowledge was both time-consuming and draining on financial resources.

Organisation of the Study

The research is divided into five sections, as shown in the diagram below. Chapter One's introductory chapter contains elements like the research background, the issue description, the scope of the investigation, and the study's primary objectives. Also included in this section are explanations of the study's research objectives and hypotheses, their significance, and the study's scope and limits, as well as its overall structure. Chapter Two provides a survey of the relevant literature in the area of study. It covers theories and studies on conflict,

causes and consequences, kinds of leadership used and relationships in conflict management that may be applied in practice. Chapter Three discusses the study's approach. Here you'll learn about the research methodology, including the study's research design and population, as well as the sample size, sampling procedures, data collecting, and data analysis methods. In Chapter Four, the results are examined in detail. The data gathered on the ground is presented in the chapter in the form of tables and graphs. In addition, the section includes findings from a review of empirical research. Chapter five concludes with conclusions and suggestions. It covers the main results and conclusions of the study and offers specific suggestions based on those conclusions. This chapter also discusses the study's shortcomings and suggests areas for further investigation.

Chapter Summary

On the other side, Chapter 1 reviewed the different leadership styles employed to manage conflict. The study's findings and implications were detailed in Chapter 2. The study's issue and goal were both outlined in the first chapter, which looked at conflict management techniques employed by teachers in second cycle institutions in Bolgatanga Municipality. This chapter will also include research goals and questions, the study's significance, and limitations and limits.

CHAPTER TWO

LITERATURE REVIEW

Introduction

Following the problem and the purpose of the study, thus, to examine the leadership styles and conflict management among teachers in second cycle institutions in the Bolgatanga Municipality in the Upper East region in Ghana. I line with this, the study reviewed relevant theoretical and empirical literatures concerning leadership style and conflict management. The literature review gives a general overview of the concept of conflict, its sources, management and leadership styles involved in conflict management.

Theoretical Review

Theories are developed to describe, forecast and understand phenomena and to question and, in many cases, to expand established knowledge within the limits of the essential parameters (Labaree, 2009). This section discusses the different theoretical principles used.

Summary of Leadership Theories

Leadership was a dynamic concept that has been the subject of several theories. What it is, and under what circumstances, is shown by various definitions. As defined in Hunitien (2016), it "is an activity to encourage people to work towards the same goal they seek." It involves an engagement between those who lead and those following, as can be understood by this sentence. Without followers, leaders cannot exist, and vice versa (Kiran et al., 2019).

Important leadership theories have been developed in the past century. They include: The Trait Approach, which persisted until the end of the 1940s, argued that leadership was innate. In the late 1940s and at the end of the 1960s,

the behavioural approach was prevalent as leadership performance was promoted concerning the conduct of leaders. The contingency approach gained popularity in the late 1960s and early 1980s, implying that the condition is dependent on effective management. Naquin and Kurtzberg (2018) Max Weber, a sociologist, uses the word to refer to leaders who can lead but do not have a sanctioned position, since the emphasis of contemporary leadership methods has been on vision and charisma (Khoury & McNally, 2016). The transaction and transformation leadership principles were subsequently implemented (Shah, 2017). Classified leadership in four frameworks, Kiran et al (2019), the structural, human capital, the political and symbolic frame which forms the background of this study.

Leadership Styles in Conflict Management

The form of leadership adopted by the leader was another significant factor that arose from the study that was likely pertinent to conflict management (Hede, 2001). Some leaders were "team players," while others were "hero leaders." This concept of leadership manifests itself in areas such as the focus on ongoing development throughout the agenda and the significance of consistent decision-making as the main duty for this job. The designation of a particular leader of one company as the Queen, for example, is a funny but accurate indication of their leadership style, while another leader within the same organization is deemed a team player. It is no surprise that conflict management approaches may also be attributed to these variations in style.

Khoury & McNally (2016) initially proposed a conceptual scheme for classification into five forms (problem solving, forcing, smoothing, compromises and withdrawing,) of leadership styles for resolving interpersonal

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disputes. They identified the five conflict management modes, based on the manager's attitudes: production and human beings. The scheme was reinterpreted by Hassanian et al. (2019). They took into account the goals of a party - cooperativeness, i.e., trying to fulfill the other party's problems; and assertiveness, i.e., striving to satisfy one's own worries - when categorizing the different kinds of conflict resolution into five categories: Huttie (2016) explains that based on the dual model of concern, which includes both self-concern and care for others, four types of conflict management techniques were suggested. These were: surrendering; issue solving; inactivity; and contending. There are three distinct forms of conflict management. He saw compromise as a separate type.

Fotohabadi & Kelly (2018) separated conflict management styles into two essential dimensions. The concern for self-dimension describes the high or low degree to which an individual tries to address their concerns. The next dimension describes the extent to which an individual tries to meet other people's concerns. The motivating directions of a specific person during the dispute should be pointed out in these dimensions. These dimensions were generally backed by studies by Rubio and Picardo (2017) and Samanta and Lamprakis (2018). In Figure 2, the combined dimensions lead to five different types of interpersonal conflict management (Rahim, 2002).
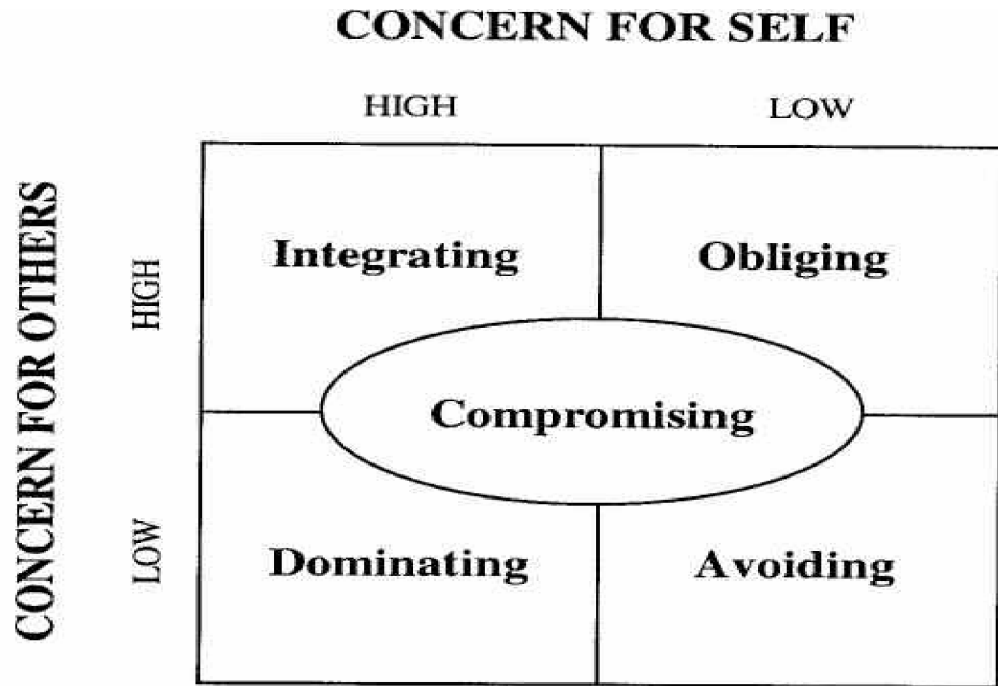
CONCERN FOR SELF

Figure 1: The Dual Concern Model of the Styles

Source: Rahim (2002)

Integrating (highly self-concern and concern for others) style is related to problem-solving, that is to say, diagnosing and engaging in the right glitches. The use of this approach requires transparency, knowledge sharing, the search for alternatives and disagreements to find a suitable and appropriate solution for all parties. This is helpful to solve complicated issues efficiently. If one party alone cannot solve this glitch, i.e. when it is important to summarize suggestions to solve a problem better, this is a suitable viewpoint. It also makes good use of the expertise, information and others to fulfil the various parties that have to recognize or redefine an issue and devise effective alternatives and/or commitment from the parties to execute a solution effectively.

That is possible as long as there is enough time to address the issues at hand to do so. Following a study conducted by Lawrence and Jamail et al. (2019), they discovered that this method (style) was more effective than others in accomplishing the integration of different subsystems into an organization.

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Noor Raha Mohd Radzuan and Kaur (2016) demonstrated some laboratory evidence that the best way to handle social disputes is through problem-solving models. This style is ideal for discussing strategic concerns surrounding the goals and strategies of the organisation, long-term planning and so on.

Obliging style is with an effort to minimize disparities and emphasize commonalities so that they fulfil the other party's concern. An obliging individual pays great attention to the concerns of other people to the neglect of their concerns. This approach is appropriate when one party is unaware of the issues at stake in the disagreement, when the other party is fully correct, and when the other party's problem is more important than the other side's problem. This style can be used as a tactic if one party can renounce anything to gain from the other party if necessary. Such an approach could be ideal if a party faces vulnerability or feels that it is necessary to maintain an alliance. Such a style is unsuitable if the conflict issue is relevant for the Party and the Party thinks that they are right (Rahim, 2002).

The dominant style was defined with win-win orientation or by force of action to achieve one position (high regard for oneself and weak concern for others) (Rahim, 2002). People who are domineering in nature do all that it takes to reach their targets and thus, therefore, ignores the other party's needs and aspirations. Generally, this is allowed if the issues involved in a disagreement are significant to the person engaged or if the other party's unfavourable judgment is harmful to the party involved. While dealing with regular issues or when making fast judgments, a supervisor may use this approach to his or her advantage. It may be necessary for a supervisor to use it when dealing with subordinates who are less committed or who are unable to make technical

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decisions. The implementation of unpopular courses of action can easily and effectively be dealt with by the dominating style.

This style is ineffective if the conflict problems are complex and time is sufficient to decide well. If both parties are equally strong, this style may trigger a stalemate by one or both parties. They cannot break the impasse until the style is changed. This style is flawed if the problems do not matter to the parties. Subordinate individuals that have high skills cannot like a boss who uses the authoritarian style (Rahim, 2002).

Avoiding style is very suitable in situations like withdrawal, buck-passing, or sidestepping. It is characterized by a lack of care for oneself and others. An avoidant individual is unable to fulfil both his own and the other party's concerns at the same time. The adoption of this strategy is appropriate if the potential for dysfunctional consequences of engaging the other party outweigh the benefits of conflict resolution. This can be used to deal with certain small or insignificant problems or to take a while to cool off before a complicated topic can be dealt with effectively. When there are important issues concerning the conflict, the avoiding style is not suitable for use. This is also not suitable if the party is under time constraints, if the parties are unable to wait, or if urgent action is needed by either side (Rahim, 2002).

Both parties must compromise to reach an agreement. It is a concern for one's own and others' well-being. If the opposing parties' goals are mutually incompatible, or if the parties reach a stalemate in their talks, such a technique is helpful (Rahim, 2002). When compromise is unattainable, a temporary solution to a complex problem is required, or conventional negotiation methods have failed. This is ideal for preventing a long-term conflict.

This technique is unsuitable when dealing with complicated issues. Sadly, administrators use this technique much too frequently to solve complicated problems, causing them to struggle to identify particular issues and devise effective remedies. Such a tactic may fail if one party is stronger than the other and thinks their position is right.

Integrative and Distributive Dimensions

Jamail, Don, and Zain, (2019) and Noor Raha Mohd Radzuan and Kaur (2016) suggest organizing the five types of conflict management in accordance with Cai, Jia & Li's integrative and distributive elements of work-management discussions (2017). Insam et al. (2016) conceptualize Jamail et al (2019). As shown in Figure 3, there are five kinds of interpersonal conflict management.
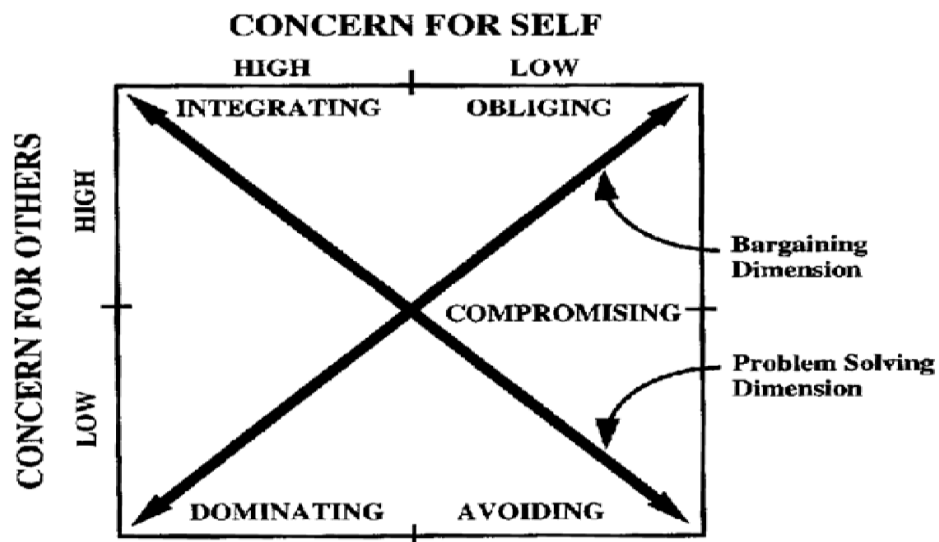
Figure 2: The Dual Concern Model for Problem Solving and Bargaining Dimension

Source: Rahim (2002).

Integrative style minus style of avoidance reflects (high-low) the concern for oneself and others. For a political party, the distributive dimension reflects their (high-low) care for themselves or others minus their (dominating-

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obliging) concern for other people or for society. The two aspects of dispute resolution are represented by problem-solving styles and negotiating styles, respectively. A style of solving problems reflects the fulfilment of one's interests and those of others, while the bargaining style is the pursuit of one's concerns and that of others. A High-High use of problem-solving style means that efforts are made by seeking innovative solutions to the appropriate issues to maximize the satisfaction of the interests of both parties. The employment of this approach in a Low-Low manner indicates that both parties are less satisfied with their problems as a result of their failure to resolve them. Using the negotiating approach in a High-Low manner shows attempts to achieve high levels of satisfaction with the wants of others while simultaneously satisfying them badly. Low-High application of this style shows attempts to achieve the inverse of what was intended. When two dimensions come together, that is, the midpoint of a party's own and other intermediate factors, we call such convergence "compromise."

This research adopts the styles of conflict management of Fotohabadi and Kelly (2018), which depend on two main aspects. The first dimension describes to what degree a person tries to meet his concerns (high or low). The next dimension explains to which extent an individual seeks to meet others' concerns. The motivational orientations for a given person during the conflict must be defined in these dimensions. These dimensions have received general support from studies by Rubio and Picardo (2017) and Samanta and Lamprakis (2018). Both dimensions discussed together result in five unique types of interpersonal conflict management as asserted by Rahim (2002), namely compromising, avoiding, dominating, obliging and integrating. This theory is

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so important to the research since the study tests the above types of leadership in conflict management.

Roles of Conflict Management in Institutions

Every institution in the country must develop in order to benefit the whole country. The management of conflicts is an important factor in improving institutional development through the enhancement of organizational efficiency (Rahim, 2002). In the event of a conflict, the operations of the organization are slowed down, and unproductivity may result, if not handled correctly. When all conflicts in the organisation have been resolved, however unimportant they are, a correct diagnosis can be made and suitable steps can be taken to achieve higher efficiency. The required conflict management approach is to be applied if not, organizational effectiveness cannot be achieved, according to Jamail et al. (2019) in circumstances where the conflict type has become more disruptive instead of positive. In the same manner, organizational productivity can be lacking if the conflict is positive and there is no effective conflict management process.

Conflict management also serves to enhance organizational learning (Rahim, 2002). It allows workers and supervisors to consider the issues more fully and to take cogent steps in dealing with them more decisively. Taking the method of conflict management, for example, provides managers with the opportunity to learn something new about fresh sources of conflict, the nature of conflict, and best-in-class remedies. Organizational learning is the acquisition and distribution of knowledge and information retention for future use. Learning as the identification and correction of errors is described by Ahmed and Ahmed (2017). Single and double-loop learning were also defined

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as two major learning forms. Single-loop learning was the kind of learning which brought about changes in cognitive and behaviour within the current paradigm by diagnosing and intervening without changing the underlying policies. Double-loop learning, on the other hand, leads to a diagnosis and intervention of the problem to cognitive and behavioural improvements outside of the current system by modifying the policies. Deutero learning is also used to describe double-loop learning according to Fotohabadi and Kelly (2018). The author also argued in favour of double-loop learning instead of single-loop learning in any successful conflict-management practice. Managers learn many new lessons in their organisations when they resolve disputes. Through practice, new insights about the essence of the issue can be obtained, the kind of dispute it may result to.

As part of its overall goal, conflict management seeks to enhance the good aspects of a dispute while minimizing the bad aspects (Rubio and Picardo, 2017). For higher productivity, the positive aspects of the dispute are very important and lead to institutional development. This follows Leffel, Hallam and Darling2012) comments on the value of optimizing substantive conflict while minimizing affective conflict. Conflict management, according to the findings of the majority of studies, helps to create a competitive workplace environment that encourages individuals to perform their best job. To guarantee that workers can do their jobs effectively, the friction between them is also minimized to an acceptable level (Cox, Pearce & Perry, 2003).

Conflict management helps enhance the connection between employees and management according to Jalal and Qaisi (2018). He believed that workers will learn how to understand their imbalances and work compassionately to

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strengthen the organization when disputes are handled properly. Peace and stability may also be established via the handling of conflict situations.

The role of an ethical advocate is also played by conflict management. When subordinates and stakeholders are given the opportunity to speak out against their superiors' choices when those decisions result in unpalatable outcomes, this may be regarded as a positive development. The very strong advocate for ethics management, Akhwaba, Bowa, and Keiyoro (2020), have commented that human benefits must always be determined by identifying issues. Rahim (2002) also proposed that companies should institutionalize some main roles for organizations that are ethically responsible for conflict management. Customer advocate, employee advocate, supplier advocate, environmental advocate, and shareholder advocate are all examples of advocacy positions in the business world today. Rahim (2002) states that these proponents should have proper attention to achieve an organization that is ethically governed. This will allow the organization to thrive over the long term.

Overview of Conflict

Within this part, you will learn about the description of conflict as well as its origins and management. You will also learn about leadership theory, leadership and conflict management, as well as other important topics. An important framework through which we manage the diversity of personalities, goals, interests, and values that we encounter in social contact has been characterized as a conflict (Oore, LeBlanc & Leiter, 2015). Conflict management is a field of study that is both dynamic and growing (Vestal and Torres, 2016).

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Jamail and Don (2019) note that the conflict is so broad that it is not possible to describe the conflict, academics have tried to define it by explaining the circumstances under which it happens, how it happens, how it affects people and when it happens (Chandolia & Anastasiou, 2020). Conflict is related to various characteristics for other researchers.

Conflict, for example, is perceived as a discord (Noor Raha Mohd Radzuan and Kaur, 2016) or a mixture of negative emotions, such as fear, anger, envy, and wrath, and intrusion. Jehn and Mannix (2001) described the conflict as knowledge of differences, incompatible wishes, or incompatible desires on the part of the parties involved.

The conflict has generally been seen as an interdependent dynamic process between people (Wilmot and Hocker, 2001). And it is more likely that several situations or personal circumstances will arise in such situations (Jamail, Don and Zain, 2019). Schermerhorn, Hunt and Osborn (2003) describe conflicts as conflicts over substantive issues in a social situation or between persons or groups causing emotional antagonism. According to Fotohabadi and Kelly (2018) conflict is an interactive condition that has demonstrated incompatibility, discontent or difference between or within social institutions. Rahim's description of conflict will be observed for this review, as he defines conflict as an interactive process compatible with others' views (Woodrow and Guest, 2017). For a conflict to occur, it has to be acknowledged by all participating parties (Fotohabadi & Kelly, 2018).

For a dispute to occur, unique conditions must be in place. This can take place when people (a) take part in an event inconsistent with their preferences; (b) dispute in relation to disparities in behaviour, qualifications, beliefs or

objectives; (c) have incompatible preferential things influencing their behavioural preferences; and (d) disagree over desirable resources (Fotohabadi & Kelly, 2018). Conflict is classified by Fotohabadi and Kelly (2018) based on precedent conditions that lead to conflicts as tasks, values, and goals. There are three types of conflicts: affective, substantive, and conflict of interest. A substantive conflict occurs when a member of a group has a conflict with his or her group's mission or material concerns. A conflict of interest occurs when two or more social entities have conflicting interests. To paraphrase Hassanian, Farhadi and Rahrovan (2019), conflict occurs when two or more parties have divergent views on the consequences of choices made about how limited resources should be distributed. There is conflict over cognitive values when two social entities have differing values or beliefs on certain topics, according to Hassanian et al. (2019). Cognitive conflict as explained by Hunitie (2016) is the awareness of two or more participating social entities about the incongruence of their thought processes or perceptions and beliefs. Also, according to Hunitie (2016), a goal conflict arises when the desired result or end state of two social entities is incompatible with one another. Akanji (2018), Mordi, Ajonbadi and Mojeed Sanni (2018) suggest that relationship conflict is emotive and motivated, and that understanding it profoundly changes the approach to coping with conflicts, such as stress, hate, differences on beliefs, the personal taste and interpersonal modes of conflict.

According to Nair and Bhatnagar (2011), organizational conflicts are the phase that begins when one party finds that the other has frustrated, or is going to frustrate, some of their concerns. Kolb and Putnam defined organizational disputes as follows: Specifically, they recognized two primary conflict types:

functional conflicts, which help an organization sustain its goals, and dysfunctional conflicts, which hinder an organization's ability to achieve its objectives. In the words of Walton and Dutton, quoted in Nair et al. (2011), an organizational conflict is defined as the perceived irreconcilable distinctions that result in interference or resistance between groups. There is a tension as people recognize the nature of differences that exist among them.

Sources of Conflict

Workplace disputes may be a significant issue. Between executive and subordinate, instructor and pupil, doctor and nurse. It can happen. Breen, Abernethy, Abbot and Tulsky (2001) explained that in high pressure demanding settings including intensive care, emergency rooms and operating areas, opinions vary in the medical field. The parties to the dispute usually deal with untrustworthy, inaccurate and poorly communicated information. Communication failure leads to misunderstandings and conflict among the members of the team. According to Awad, Fagan and Bellow (2005) as cited in Katz (2007) improper communication can easily result in patient safety being compromised and 35 per cent sentinel anaesthesia has been reported as a root cause. This happens daily because only one team member has the right, for example, to access preoperative laboratory testing or advisory information. Though everyone has the same opportunity to acquire the same information, different individuals may interpret the meaning differently depending on their particular knowledge and expectations of their work.

Intensive care units of the hospitals are particularly affected by conflicts caused by job expectations. Most health centres have a hierarchy of decision-making. There are certain undesirable qualities that may lead to disagreements.

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Personal characteristics typically found in surgeons and anaesthesiologists including perfectionism, compulsiveness and scientific evidence may make accepting other abilities and resigning control harder to these physicians (Kressel, et. al 2002; Thomas, et. al. 2003). Moreover, in a preoperative phase, several conflicts may occur where the surgeons differ from each other.

George and Jones (2012) have grouped organizational conflict into so many categories with each category having its unique characteristics.

The Paradox of Conflict

Kiran, Kayani, & Saboor (2019) proposed a sequence of two dimensions of conflict, one of which consisted of conflict resolution issues and the other of emotional or interpersonal conflict problems. The two dimensions of the conflict have been marked out with many labels such as substantive, affective conflicts (Kiran et al., 2019), task and relationship conflicts (Akanji et al., 2018), cognitive and affective conflicts (Fotohabadi & Kelly, 2018), and task and emotional conflicts (Hunitie, 2016).

Over the years, the two aspects of the conflict have been empirically analyzed by many researchers (Fotohabadi et al. 2018; Akanji et al. 2018). They opined that the discrepancies between these two types of conflicts are real and have different consequences in the workplace. Several previous researchers noted the positive results of conflict (Rubio & Picardo, 2017).

Little or no conflicts in organizations may cause them to stagnate. Organizational conflict that is not controlled, on the other hand, may have negative consequences. Organizational theories believe that a moderate amount of conflict is needed to achieve full organizational efficiency. The relationship between conflict and organisation effectiveness therefore seems to approximate

an inverted U function (Fotohabadi et al., 2018). In this context, Glavaš et al. (2019) indicated that 'conflict management requires conflict resolution intervention if it is too much or conflict-friendly intervention if the conflict is too small'. Following the studies by Samanta and Lamprakis (2018) and Akanji et al. (2018), it appears to be sufficient to deal with substantive but not affective conflicts as proposed by these researchers.

The existence of a positive connection between the two aspects of a dispute is one issue in conflict management. Previous studies have shown significant positive correlations between those 0.34 and 0.88 (Rahim, 2010). However, a study by Insam, Huebner, Briem, Hanft, and Stipanowich (2016) reported a negative correlation between these conflicts. This shows that affective conflicts can also be increased during the process of strengthening substantive conflicts. Jamail et al. (2019) observed that "the danger of fostering discord could produce results that are no better and maybe worse than the total avoidance of conflict."

Conflict Management

Dispute management refers to the strategies and tactics that are used by one or both sides while dealing with a conflict. The following were described by Noor Raha Mohd Radzuan and Kaur (2016): (1) to accept the status quo; (2) to use force and mandatorily change the situation; and (3) to find an agreement through negotiation as the when confronted with a dispute, there are many potential routes of action. These approaches to conflict management result in three kinds of results: Win-Lose, Lose-Lose and Win-Win.

According to studies, members of working groups often use passive types of conflict management, such as avoidance and deflection (Nair et al.,

2011). Pareek referred to the method of approach and methods of dispute resolution cited in Nair et al. (2011). Strategies such as confrontation, compromise, arbitration and agreements should be included in the approach mode, while avoidance modes include resignation, withdrawal, purchase or relief. In the negotiations, he referred to the affective approach of conflict resolution, through the development by each party of positive sensations, and by depersonalizing the issue, the reduction of the feelings of frustration, anger or defence. This is a crucial example of how feelings are used during conflict management. The forms of conflict management have also been stated by Kolb and Putnam as cited in Nair et al. (2011) as "self-help (force, vengeance), avoidance (withdrawing from the relationship), lumping it (tolerating the situation without public comment), negotiation and the involvement of third-party mediators, arbitrators, and/or adjudicators."

Conflict Management in School

The more the understanding of the core of conflict among instructors and students, the more effectively they may deal with disputes in a constructive manner. In the view of Moran (2001), conflict management is a theory and body of knowledge that promotes understanding and dealing with conflict in all aspects of one's life for both people and groups. Even while conflict is viewed as a phenomenon that may be either good or bad in nature, it is always seen as a necessary element of school life and is always directed toward achieving goals (Almeida, 2017).

Conflicts result in both competitiveness and cooperation in the company but depending on the situation. There are challenges in conflict management where the contexts are competitive/individualistic or where the framework and

procedures for conflict resolution are incongruous. If the classroom and school climate are competitive, the efficacy of dispute resolution and peer mediation can be reduced (Vestal and Torres, 2016).

Criteria for Conflict Management

For the success of organisations, conflict management techniques should follow certain requirements. They are focused on the diverse literature on the theory and organizational behaviour of organizations. In the sense of conflict management, the following principles are especially useful but generally useful for management decision-making:

Organizational Learning and Effectiveness: Organizational learning should be a priority while developing conflict management strategies (Fisher, Kim, Latifah, and Makarom, 2017). Organizational learning is supposed to contribute to long-term productivity. In order to understand the diagnostic process and to engage on the appropriate topics, conflict management methods should be designed to promote analytical and creative thinking.

Needs of Stakeholders: Conflict management strategies should be structured to accommodate and strike a balance between the needs and desires of (stakeholders) strategic constituencies. Spears (2017) strongly advises that the best players should be selected to solve the right problems. Often, many parties participate in a dispute in an organization and it will be a challenge for them to engage in a resolution process that contributes to mutual learning and organizational efficiency and effectiveness. The satisfaction of the relevant stakeholders is expected from this process.

Ethics: Spears (2017) is a good ethical spokesperson who concluded that We either have not defined or cannot currently adequately define the problem if we

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cannot define a problem to contribute to ethical behaviour that would benefit the human race.

Conflict Management Strategy

It is now recognized that the conflict management literature does not include the policies necessary to settle disputes at the macro-level, policies that can satisfy the criteria stated above. A successful approach for settling conflicts should include the following elements:

Minimize Affective Conflicts at Various Levels: Affective conflict is defined as incoherence in interpersonal interactions that occurs when members in an organization recognize that their ideas and emotions are irreconcilable with some of the issues they are facing. "Summarily stated, relationship conflicts interfere with task-related effort because members focus on reducing threats, increasing power, and attempting to build cohesion rather than working on a task. The conflict causes members to be negative, irritable, suspicious, and resentful" (Akanji et al., 2018).

Evidence points to the impediment of group success by affective conflict. It affects group efficiency by restricting the ability of group members to process information and to act in antagonistic terms (Fotohabadi et al., 2018; Akanji et al., 2018). Affective conflict reduces group loyalty, dedication to the working group, the desire to remain in the current organisation, and job satisfaction (Fotohabadi et al., 2018; Akanji et al., 2018). This is attributable to increased stress and anxiety and escalation of the conflict.

Attain and Maintain a Moderate Amount of Substantive Conflict: When two or more members of a business dispute about their respective roles and responsibilities, substantive conflict occurs. In some ways, substantive conflict

is comparable to the disagreement that occurs when two or more social institutions are unable to come to terms on the acceptance and resolution of a problem. Akanji et al. (2018) study indicate that it helps to promote debate and discussion in moderate levels of constructive dispute, which helps groups to achieve higher levels of success. "Groups with an absence of task conflict may miss new ways to enhance their performance, while very high levels of task conflict may interfere with task completion" (Akanji et al., 2018). Evidence suggests that the positive results are linked to substantive conflict:

Substantial dispute groups can take better decisions than those without substantive conflict (Fotohabadi et al., 2018; Hunitie, 2016). Substantive conflict fosters a deeper understanding of the challenges leading to better decisions. Groups reporting substantive disputes are usually more effective. This dispute will boost group efficiency by understanding different points of view and potential responses (Hovic, 2019). We should remember that only groups carrying out non-routine activities, but not groups that exercise structured or routine tasks have the beneficial effects of substantive conflict on efficiency.

Although substantive conflict improves group efficiency, affective conflict may reduce the loyalty of a group, the engagement of a working group, attempts to remain in the organization and job contentment (Hošić, 2019). In order to create disputes between group members over tasks and other important management problems without generating emotional conflict, conflict management action should be directed at developing cultural norms that encourage conflicts between group members.

Select and Use Appropriate Conflict Management Strategies: As will be noted, later on, different behavioural styles may be used to resolve the dispute, e.g., dominating, integrating, compromising avoiding, and obliging. Members of the organizations will need on-the-job training to choose and use interpersonal conflict management styles to better deal with different conflict situations. Generally speaking, conflict management involves the use of integration or problem resolve styles to increase learning and productivity (Rahim, 2001; Hunitie, 2016).

Conditions for Effective Conflict Management

According to Rahim (2002), conventional conflict management does not question if an organization's structure and processes that generate dysfunctional disputes are inherently flawed. It aims to overcome or reduce micro-level conflicts within the current framework. The successful management of conflict includes changing the organizational macro-level to facilitate substantive conflicts and to mitigate affective conflict at the individual, community, intergroup and organizational levels. This needs improvements in the organization's leadership, culture, and architecture.

Organizational conflict management research followed two paths. Some studies have tried to quantify and analyse the origins of conflict at different organizational levels. Maintaining moderate conflict through modifying the causes of disagreement in order to enhance organizational performance is implicit in this research. Others tried to associate the different ways the organization members approach their interpersonal disputes and their impacts on the quality of the solution or the achievement of goals for the social system. It is evident from the discussion here that it is important for proper

comprehension of the essence of conflict management that the distinction between the "amount of conflict at different levels and the styles of handling interpersonal conflict".

Amount of Conflict: According to Rahim (2002), the preceding debate was predicated mostly on the concept of the degree of conflict that should be considered. Certain conflict incompatibility, annoyance, disagreement, and discrepancy indices have been employed by certain academics in recent years to measure the intensity of a dispute at various levels. They are used to quantify the quantity of conflict, as opposed to the manner in which it is handled by the participants' styles.

Substantive and Affective Conflict: Substantive or affective organisational conflicts can be classed as intra-organizational (i.e., organizational conflicts) or inter-organisational conflicts. Intra-organizational conflicts can also be divided into levels at which it takes place (individual, group, etc.). This can be used to identify interpersonal, intragroup, and intergroup disputes within the organization. Interpersonal conflict also references the dispute or discrepancy between two or more of the same or different hierarchical level or divisions of an organization. This is referred to as a Dyadic conflict in certain circles. (Rahim, 2002).

Leadership and Conflict Management in Organizations

Effective governance requires that providers be interconnected that vary widely in size and impact, possess cultures that differ and that practitioners from various fields, based on contradictory paradigms (Bennett, Crawford & Cartwright, 2003). Culture and leadership are continuously interrelated. Organizational culture is characterized by the presence of personal and

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emotional tensions in the company, which are referred to as conflicts. The response of leaders to issues, crisis resolution, rewards and punishment of followers are important to the culture of an organization. Leaders engaged in organizational revival would strive to encourage hospitable and innovative problem-solving, risk-taking and experimental organizational cultures. Their understanding of authority appears to affect conflict strategies and increase people's success in working together. Logically, the orientation of the leader's employee or relations is linked to trust in a positive way as well as to conflict (Chandolia & Anastasiou, 2020).

A significant aspect is the role of group leadership in intergroup conflict. The leader controls and guides people and organizations and needs several abilities and skills to resolve disputes effectively. A supporting leader can assist the opposing groups in achieving their shared objectives. They also offer reinforcement and motivation, release stresses, harmonize misunderstandings and tackle hostile or disruptive behaviour. (Adams, 2006).

Empirical Review

The effect of conflict styles on staff organizational commitments of the Kenya Seed Firm was studied by Wanjonyi, Kimani, and Amuhaya (2015). The research aimed to examine whether or not organizational engagement was affected by accommodating, avoiding, collaborating, compromising and competing styles. This research was based on the dual-concern model for assessing dispute resolution types in conflict situations. It was found that organizations profit most from this model, as it primarily improves competitiveness, organizational environment and team cohesion. In the form of frequency distribution tables and bar graphs, the findings were presented. The

results of the study showed that integrating, compromising and accommodating styles enhance engagement.

Toku (2014) conducted research on conflict management in basic schools in the Ashanti area of Ghana. Following the findings of this research, it was discovered that the integrated technique of conflict management was most frequently utilized in the basic schools in the area. This style stressed the importance of the concerns for self and others. Further, it was found that the lack of communication between the two sides has been considered the most striking obstacle of all problems faced in conflict management. Also, conflict management is a significant factor in improving the relations between management and staff. According to the findings of the research, corporate culture is the most significant factor in the management of conflict situations. According to the findings of the research, companies should provide education and training programs for their employees in order to successfully react to and resolve individual differences in the workplace.

Emily (2017) explored conflict management styles and their consequences for teacher success in secondary schools. It also tried to define building strategies for the management of teacher disputes. Five conflict management strategies used in high school were described in the study. The study found that the most effective form of conflict management in secondary schools was cooperative problem resolution in Borner District. The researcher recommends more research into conflict management styles and their effect on the success of teachers in other schools throughout the region. A comparative analysis between schools from another district and schools from Bomer District may also be carried out.

The researchers identified conflict management techniques options for head nurses in general hospitals in a study by Hendel, Fish and Galon (2005) and analyzed the relationships between leadership style, conflict management techniques, and demographic characteristics. It seems from the findings that head nurses consider themselves to be transformational leaders as opposed to transactional leaders. Conflict management techniques based on the principle of compromise are the most frequently utilized. Approximately half of the nurses who responded to the study utilized just one method of conflict resolution. The preferred conflict approach was profoundly influenced by transformational leadership. The study concluded that head nurses appear to choose a conflict-management approach that relates to the way a lose-lose approach is employed. The study suggests that conflict management planning starts with undergraduate education.

According to Ekong (2000), democratic management styles promote organizational stability. He noted that democratic measures would promote worker identification with corporate choices and involvement. According to Rubio and Picardo (2017), confrontational approaches were employed more than in underperforming organizations to deal with group disagreement. Wong, Liu, Wang, and Tjosvold (2018), Glava et al. (2019), and Samanta and Lamprakis (2019) have all commented on the integrated conflict management technique (2018). Rahim said in 2004 that a company's leadership character influences the requirement for workplace conflict management. Even if the leader is inept at managing conflict, the company may remain stable because workers often tolerate superiors who exhibit less aggression than the leader (Jamail et al., 2019).

Obasan (2011) discovered that teams with more integrative techniques had greater levels of commitment than teams with less inclusive approaches. However, a supportive leader creates worker respect, job happiness, and productivity.

Conceptual Framework

Using the conceptual framework as a guide, it is hypothesized that the extent to which different conflict management styles are adopted, such as Rahim's (2002) suggestions of an integrating leader-obliging leader-dominating leader-avoidant leader-compromise leader-style, will have an impact on the effectiveness of conflict management in the second cycle institutions of the Bolgatanga municipality.
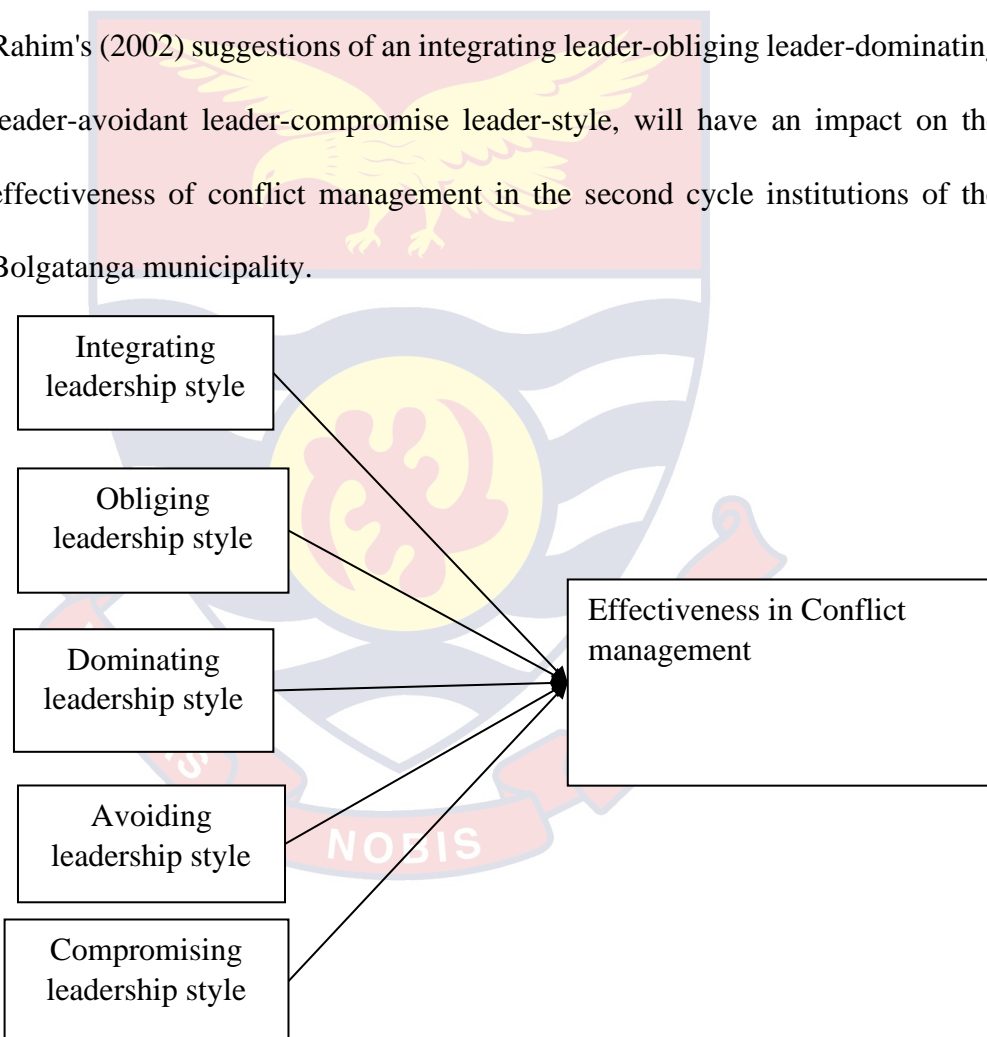
Figure 3: Conceptual Framework

Source: Field survey (2019)

Chapter Summary

It was the purpose of this chapter to examine the literature on leadership styles and conflict management. It looked at some theoretical concepts which dealt with the definition of terms such as conflict, leadership, sources of conflict and conflict management, leadership styles, leadership and conflict management, and other concepts associated with leadership and conflict management. This chapter also examined the various theories that underpinned the study and reviewed some empirical literature related to the subject matter. Thus, the various authors who have published works on leadership styles and conflict management strategies. It also outlined the conceptual framework that forms the bases of the study.
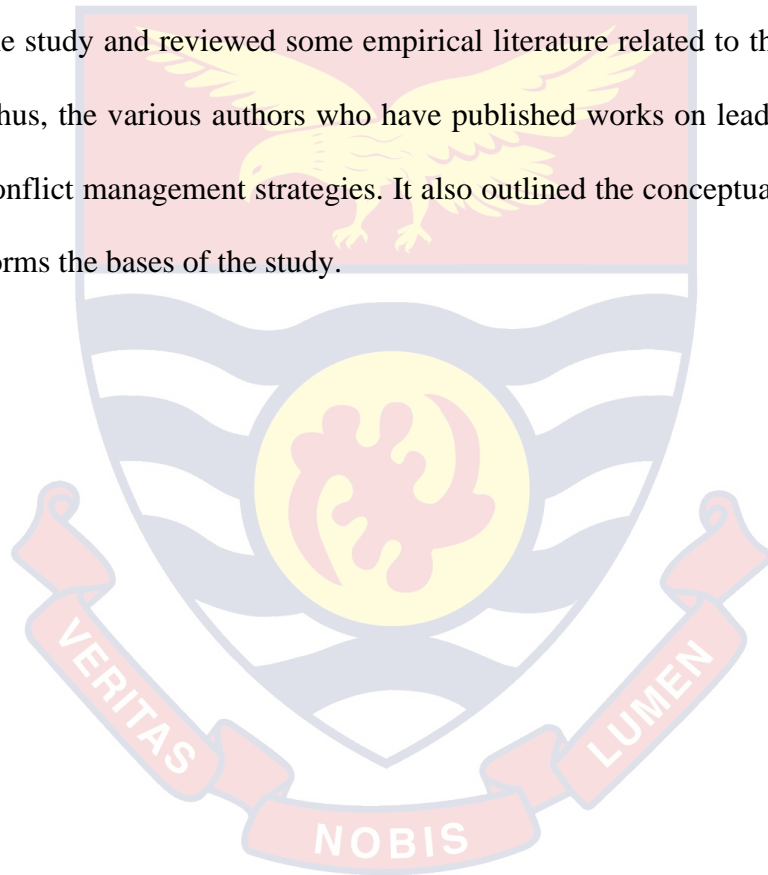
CHAPTER THREE

RESEARCH METHOD

Introduction

A suitable technique for conflict management is presented in this article after a study of relevant literature on the many theories, empirical research, and ideas addressing the various leadership styles employed in conflict management. To that end, the chapter discusses research design, the research area, the study population, the research design, sampling methods, and the size of the sampling sample. It also comprises devices for data collecting and analysis, as well as other resources.

Research Approach

Interpretivism and positivism are the two research theories used in social science. It relies on quantitative research, as opposed to the interpretivism of the previous paradigm. Both quantitative and qualitative research techniques were used in this study. This mixed-method approach was selected because it enabled the researcher to assess the study's effectiveness, relevance, and appeal from various angles. Qualitative research, according to Ritchie and Lewis (2003), is a broad term that covers a wide range of research methodologies and approaches. Any kind of research that yields findings that cannot be measured is considered qualitative by Strauss and Corbin (1998). How the phenomenon under study sees and interprets societal reality is a major topic in qualitative research (Bryman, 2004). An investigational design may be categorized into one of three categories. Qualitative research is the most common, although there are other kinds as well. An interdisciplinary strategy was required for this research project.

Research Design

When investigating the efficacy of different leadership styles in conflict management in second cycle schools within the Bolgatanga Municipality in the Upper East Region, the researcher utilized a quantitative method. A survey technique is being used in the research. The investigation is both explanatory and cross-sectional in nature. According to Saunders and Lewis (2012), explanatory research is aimed at establishing a connection between two or more independent variables. Because it examines the connection between management style and the effectiveness of conflict management, this research may be considered explanatory in nature. Unlike longitudinal studies, which examine a phenomenon over time, the one-time scale of this research examines leadership style and conflict management in a sample of secondary schools during a specified time period, starting in 2017 and continuing until 2022. (Saunders et al., 2012).

Study Area

Bolgatanga Municipal District is the largest of the fifteen municipal districts in the Upper East Region. It was decided by then-President John Agyekum Kufuor to divide the district in two in August 2004. The new district assembly was called the Bolgatanga Municipal District and was formed the following month. This hectare was deemed an emergency on March 15th, 2018. It was surveyed. There are fifteen municipal districts in Ghana's Upper East Region, with Bolgatanga Municipal District being the largest. Before August 2004, when President John Agyekum Kufuor divided the area into Talensi-Nabdam District and Bolgatanga Municipal District, it was known as Bolgatanga District. Next year the remainder of the district was elevated to the

level of municipal district assembly and is now known as Bolgatanga Municipal District. On March 15, 2018, Legislative Instrument (L.I) 2321 divided the district into two, establishing the Bolgatanga East District and the Bolgatanga Municipal District" (BMD). The administrative center of the Upper East Area is located in this municipality, which also serves as the municipality's seat. Legal Instrument (L.I.) 2321 created the Bolgatanga East Area, whereas the district as a whole is known as the Bolgatanga Municipal District (BMD). The administrative hub and capital of the Upper East Region is located in this municipality, which is called Bolgatanga.

Population

From the population, researchers may take the biggest sample pool and generalize study findings to a larger audience. The research unit has several different components that all belong to the same population (Blanche, Blanche, Durrheim & Painter, 2006). The research focuses on teachers in the Upper East area of Ghana's Bolgatanga Municipality. They come from diverse origins. It was agreed to consider the teaching personnel. There are five second cycle schools in the Bolgatanga Municipality's catchment area, most of which are in the Upper East. Each of the study's five schools was researched.

Sampling and Sampling Procedures

People, places, or groups may all be considered populations for the purposes of collecting statistics (Bryman, 2014). Financial constraints and time constraints made it difficult to conduct a comprehensive examination of the whole cosmos. The researcher utilizes the sampling technique to choose a single simple from the whole universe for this reason. It's difficult to understand the census technique and takes a long time to gather data.

The sample size depends on changing population parameters and the evaluation of the consistency that the researcher needs (Wegner, 2000). Larger samples usually lead to more reliable statistical results (Terre Blanche *et al*., 2006). The formula of Yamane (1967) was adopted to decide the number of teachers at the selected school:

$$n = \frac{N}{1 + Ne^2}$$

This computation uses the sample size "n" and the population "N" for each of the four institutions (number of teachers). The value of e (standard error) varies depending on the researcher's confidence level. The 'e' value is 0.05 for a 95% confidence level. The study's 95% confidence interval. The sample size and teacher count at each institution may be estimated. Table 1 shows the sample distribution.

Table 1: Sample size distribution

School	Total number of teachers (N)	Proportion (%)	Estimated sample size (n)	Actual Sample size
Bolga SHS	93	21.1	44	45
Bolga Girls	75	17.1	36	36
Zuarungu SHS	57	13.0	27	29
Zamse SHS	78	17.7	37	38
Bolga Technical	137	31.1	66	67
Total	440	100	210	215

Source: Field survey (2019)

The sample size was estimated as follows:

$$n = \frac{N}{1 + Ne^2} = \frac{440}{1 + 440(0.05)^2} = \frac{440}{2.1} = 210$$

However, overall, 215 respondents took part in the study.

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Sampling Technique

Neuman (2006) points out that, in order for researchers to investigate the smallest group while still generating accurate general information on the larger group, a small number of units would be the most appropriate goal for sampling. As a result, a tiny sample from a much larger collection or population is needed. Techniques such as simple random sampling, which is a kind of probability sampling method, were used in this research.

Sources of Data Collection

The data collection method is described by Cella, Duffy, McGuckin and Desai (2019) as a process to gather data using questionnaires, interviews or observations. According to Mercier, Costa, Dutot and Riche (2018), the importance of structured questionnaires cannot be overemphasised if the researchers wish to collect information on behaviours, emotions, opinions, and expectations that are not immediately observed. Data were obtained using the primary data collection instrument of self-administered structured questionnaires.

There are many benefits to using a basic random sample, including the fact that it is simple to use and accurate in its representation. Simple random sampling, as compared to other sampling methods, is the most straightforward way of choosing a research sample from a large number of participants in a study. A research study does not need that the population be divided into subpopulations or that any more steps be taken beyond selecting the number of research participants required from a larger group of individuals in order to carry out the study. One condition is that the selection process be governed only

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by chance, and that each member of the larger population has an equal chance of being selected from the larger population, as was the case previously.

Data Collection Instrument

The key data collection method is a structured questionnaire. Survey-based research often utilize questionnaires to obtain primary data, such as demographic information. A well-formulated questionnaire includes set questions and answers that contribute to the study goals directly (Wegner, 2000). The questionnaire was arranged in four sections. Section A of the survey assessed the respondent demographic profile by gathering information such as gender, age, education level, job title, and length of service. Section A also asked about work responsibilities.

Section B assessed the causes of conflict among teachers in the selected second cycle schools. The major causes of the conflicts were identified using a Five-point Likert Scale (Likert, 1932): 1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree.

Section C determined the various leadership styles applied in conflict management in the schools. The frequency of adoption of the various leadership styles in conflict management was being measured using a scale developed by (insert name and year of the author of the scale you adopted). The scale was assessed using a five-point Likert scale where 1 means (Never), 2 (Rare), 3 (Sometimes), 4 (often), and 5 (Very often). Rahim (2002) Organizational Conflict Inventory ROCI-2 Form C was used to measure conflict-handling styles. It is designed to assess five separate dimensions of interpersonal conflict management styles: Compromising (CO), Avoiding (AV), Dominating (DO), Obliging (OB) and Integrating (IN).

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Section D measured the level of effectiveness of conflict management in the schools. This section measures the effectiveness of leaders in managing conflict in the school using a Five-Likert type of Scale: 1 = "Very ineffective", 2 = "Ineffective", 3= "Neutral", 4= "Effective", 5= "Very effective. Sampled items are found in the questionnaire (Rahim, 2002).

Validity and Reliability of Research Instrument

The two most critical and fundamental characteristics of evaluating all measuring instruments or instruments for successful research according to Mohajan (2017) are reliability and validity. A valid measurement is one that takes into account how well and how well an instrument performs its job, while a reliable measurement is one that takes into account the level of trust one may have in the data obtained via the use of a random error-controlling device (Mohajan, 2017).

Pretesting of Research Instruments

The questionnaire was validated in terms of its content and structure by research experts in education, management and human resources management. To ensure the validity of the questionnaire, pre-testing or pilot-testing was carried out in three selected second cycle institutions namely: Gowrie Senior High School, St. Benedict Technical Institute and Bongo Senior High School. This was done to gauge the understanding of the teachers regarding the content of the questionnaire and to access whether they were any inconsistencies. No known inconsistencies were found; hence, the questionnaire was deemed valid and fit for purpose.

Cronbach's alpha is the reliability scale used in the analysis. As defined by Taber (2018), Cronbach's alpha evaluates how effectively one-dimensional

skill measures a group of items. The range is between 0 and 1 for the Cronbach's alpha measure. A score of 1 indicates complete trust or dependability, while a score of 0.70 indicates the very minimum degree of acceptance (Da Costa, 2019). A Cronbach alpha of at least 0.70 in this analysis was therefore considered appropriate.

Data Collection Procedures

The data collection started with the introductory letter obtained from the University of Cape Coast, which enabled me to get the consent of teachers from the respective schools under study. In the sampled schools, validated and pre-tested questionnaires were distributed through private communication to the teachers. The teachers were able to answer the questionnaire for enough time (two weeks). To filter and analyze the data, we used personal contact to collect the surveys from the people who answered them.

Data Presentation and Analysis

Data presentation is an important aspect of any empirical studies in order to provide an appropriate visual impression of the data. It can be done usig photos, charts or graphs (Yadav, Singh & Gupta, 2019). In each case, it can ver done descriptively or inferentially. Both descriptive and inferential statistical tools were used for the analysis. In order to provide an overview of the respondents' demographics, descriptive data were used, including frequency distributions. Mean and standard deviation were used to assess factors including the genesis of disputes, methods of conflict resolution, and the success of conflict resolution. You can do this in images, charts or graphs (Yadav, Singh & Gupta, 2019).

Researchers look for patterns and structures in texts, then draw conclusions from what they find (Bendat & Piersol, 2011). For the purposes of analysis, codes and entries were made into the Statistical Package for the Social Sciences (SPSS). Graphs and other statistical conclusions may be drawn from the collected data. Graphs, pie charts, and other visual representations were utilized to make the data simple to understand. In addition to numbers, responses were given as percentages. The completed questionnaire's data was double-checked for accuracy and completeness. The questions and answers in the survey were categorized and organized to make it easier to use the SPSS. As a result, this approach was chosen since it is the most effective way to find and contrast relevant information before drawing a judgment.

Ethical Considerations

Due to the capacity of human stem cells for human development and the use of powerful biological agents, study or clinical translation has many ethical concerns (Green, 2019).

The researchers' ethical concerns included both the consent of the respondents and the anonymity and privacy of their answers. Until participating in the study the researcher first requested approval from the interviews. As a result, respondents had complete discretion over whether or not to take part in the research effort. The participants were therefore persuaded to participate in the research because they were promised that the study would only be used for academic purposes. The investigator also retained anonymous responses to the study. The information given by the respondents was kept in strict secrecy and was used for this study only.

Chapter Summary

This chapter looked at the study's research methods. A survey research approach was used to gather the data for the investigation. The study is explanatory and cross-sectional. It also used the quantitative approach to examine the effectiveness of leadership styles used in conflict management. The population of the study is made up of five-second cycle schools in the Bolgatanga Municipality.

The Yamane formula was adapted to determine the sample size. An estimated sample size of 210 respondents was obtained. However, 215 respondents were used for the study. Non-probability sampling methods such as quota and convenience sampling are used instead of random sampling to collect data. Both primary and secondary data were collected, and structured questionnaires were mainly utilized to gather primary data. Research instruments were evaluated for validity and reliability using piloting and Cronbach's alpha. Ethical factors were also considered.
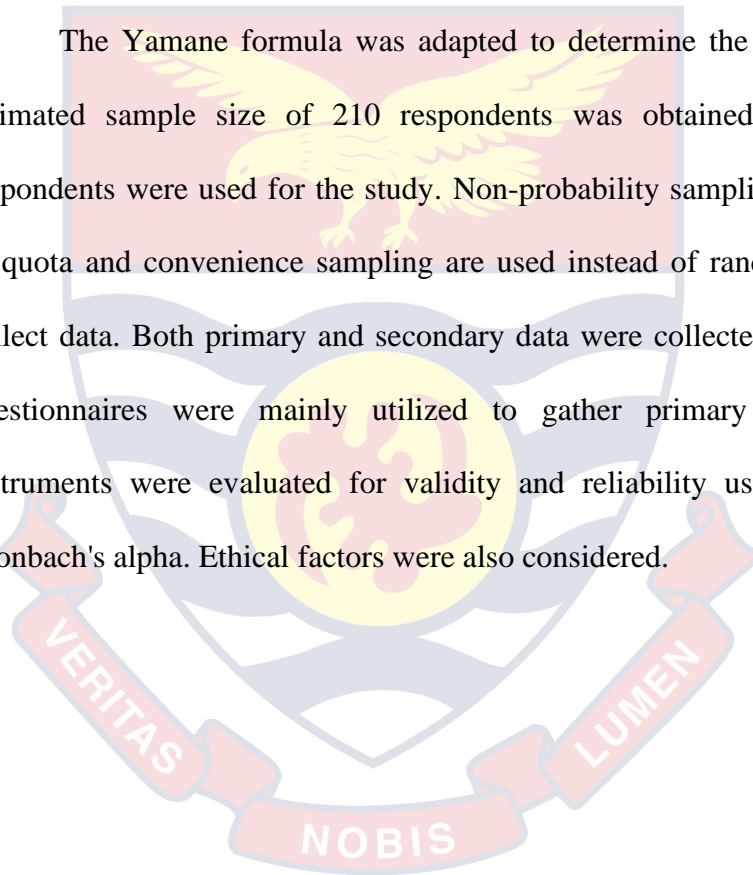
CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

This chapter summarizes the study's results, which were derived after a comprehensive analysis of the relevant data. To begin, the findings of the respondents' demographics are given. The chapter also discusses the study's main findings and discussions, such as the major causes of conflict among teachers, the various leadership styles frequently used in conflict management, the effectiveness of conflict management among teachers, and the relationship between leadership styles and the effectiveness of conflict management among teachers in second cycle schools in the Bolgatanga Municipality.

Demographic Profile of Respondents

Here are the findings from the survey of respondents who work at chosen second-cycle institutions across the municipality of Bolgatanga, as shown in the following segment: The respondents' profile comprises gender, age, education, the position and the tenure of their job.

The outcome of the gender distribution of the respondents is presented in Table 2. The gender distribution of the 215 participants revealed that a majority, 66.5% (n=143), were males and the remaining, 35.5% (n=72) were female respondents. This distribution implies that the information about leadership style and effectiveness of conflict management were provided by both male and female teachers of the schools. The information obtained therefore is gender-biased.

The age distribution is shown in Table 2. The findings revealed that 1.9% (n=4) of the respondents were less than 20years of age, 13.5% (n=29)

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were within the age group of 20-29 years while those within the age class of 30-39yrs constituted 39.1% (n=84). Also, while 40.9% (n=88) were between 40-49 years of age, and the remaining 4.7% (n=10) were found to be 50 years and above. The implication of the above age distribution is that information regarding leadership style and effectiveness of conflict management was provided by participants with various age categories.

Table 2: Demographic Profile of Respondents

Category	Frequency	Percent (%)
Gender		
Male	143	66.5
Female	72	33.5
Total	215	100.0
Age		
Less than 20yrs	4	1.9
20-29 years	29	13.5
30-39 years	84	39.1
40-49 years	88	40.9
50 years or more	10	4.7
Total	215	100.0
Educational Qualification		
SHS/O-Level/A-level	7	3.3
Certificate in Education	4	1.9
Diploma in Education	38	17.7
Bachelor Degree	133	61.9
Masters and above	33	15.3
Total	215	100.0
Role Performed		
Teaching	149	69.3
Non-teaching	66	30.7
Total	215	100

Source: Field survey (2019)

This distribution is shown in Table 2. The distribution on the educational qualification of the respondents revealed that 3.3% (n=7) had SHS/O-/A-Level qualification and 1.9% (n=4) hold a Certificate in Education. Also, while 17.7% (n=38) of the respondents had a Diploma qualification in Education, 61.9% (n=133) representing the majority held Bachelor degree, and the remaining 15.3% (n=12) had Masters' or higher level of academic qualification. The above distribution means that information about leadership style and effective conflict management in the selected schools were provided by participants with different levels of formal education.

Out of the 215 respondents, a majority, 69.3% (n=149) were found to play the role of teaching staff with the remaining 30.7% (n=66) representing non-teaching staff. Teachers and non-teaching staff from the chosen schools were asked to provide information on their leadership styles and the efficacy of conflict management techniques. This decreases a biased response. This distribution is presented in Table 2.

Duration of Teaching

When the respondents were asked to indicate how long they had been teaching in their selected schools, the finding revealed that (Table 3), about half, 50.5% (n=108) had less than 5year teaching experience in their respective schools, and 22,3% (n=48) had between 5-9years teaching experience. Also, while 14.0% (n=30) had 10-14years of teaching experience in their respective schools, the remaining 13.5% (n=29) had 15years or more working experience in their respective schools. This distribution implies that the information regarding leadership style and effectiveness of conflict management was provided by teachers with different working experience in the selected schools.

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Table 3: Job Tenure

Category	Frequency	Percent (%)
Less than 5yrs	108	50.2
5-9yrs	48	22.3
10-14yrs	30	14.0
15yrs and above	29	13.5
Total	215	100.0

Source: Field survey (2019)

Causes of Conflicts among Teachers in Second Cycle Institutions

The first particular aim of the research was to determine the most significant sources of conflict among teachers in second cycle schools in the Bolgatanga Municipality as a whole. It was decided to use a five-point Likert scale to gauge the answers of the participants. As a consequence, descriptive statistics such as means and standard deviations were used to describe the findings of the study. Mean value items were found as the key cause of conflict in selected schools significantly greater than 3.0 (mean populations). To assess which objects have a mean value greater than 3.0, one z-test was performed with a hypothesis at five percent alpha (Ho: μ da3.0; H1: μ>3.0). One z-test sample is used to equate a measured mean with a normal average (3.0) of the population. Because the sample size is more than 3.0, a single-sample Z-test was employed instead of a one-sample t-test to compare the results. The outcomes are shown in Table 4.

The findings from the analysis revealed that the major causes of conflicts in the selected schools included perceived discrimination (M=3.57, SD=1.12, z=7.46, p<0.01), lack of clarity or accountability (M=3.48, SD=1.25, z=5.63, p<0.01), lack of openness on promotions (M= 3.26, SD=1.32, z=2.89, p<0.01), and poor leadership from school administrators (M=3.23, SD=1.26, z=2.68, p<0.01). These were identified as the main causes of conflicts because

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their mean values are significantly greater than 3.0 (population mean). That is

their p-values are less than the critical probability level of 5% (0.05).

Table 4: Cause of conflicts in Second Cycle Institutions

	Mean	Stdev	Z-stat	P-value
Perceived discrimination	3.57	1.12	7.46	0.000*
Lack of clarity or accountability	3.48	1.25	5.63	0.000*
Lack of openness on promotions	3.26	1.32	2.89	0.002*
Poor leadership from school administrators	3.23	1.26	2.68	0.004*
Poor line management	3.12	1.16	1.52	0.065
Personality clashes due to warring egos	3.12	1.30	1.35	0.088
Poor performance management	3.10	1.19	1.23	0.109
Stress due to workload	3.08	1.20	0.98	0.164
Heavy workload	3.06	1.32	0.67	0.253
Clash of values (politics, religion, ethnicity etc.)	3.02	1.34	0.22	0.413
Poor selection of/pairing of teams	3.00	1.21	0.00	0.500
Lack of role clarity	3.00	1.17	0.00	0.500
Bullying/harassment	2.99	1.37	-0.11	0.543
Infringement on individual taboos	2.69	1.28	-3.55	1.000

Source: Field survey (2019)

Note: Number of observations is 215, *Statistically significant at 5% alpha level

(0.05); Scale: 1=Strongly Disagree, 2= Disagree, 3 =Neutral, 4= Agree, 5

=strongly agree,

Leadership Styles Applied in Conflict Management

Another goal of the research was to determine the different leadership styles used in conflict management among teachers in second cycle schools in the Bolgatanga Municipality, with the latter being the second aim. Once again, this goal was met by distributing a Five-Point Likert Scale to the chosen respondents, who were asked to express their thoughts on the different leadership styles used in conflict management at the selected schools. The leadership styles included in the study are: Compromising (CO), Avoiding (AV), Dominating (DO), Obliging (OB) and Integrating (IN) as stated by Rahim (2002).

The results were presented as a result of the use of descriptive statistics such as means and standard deviations. In this study, a test value of 3.0 (population mean) was taken. Items with an overall mean value significantly greater than 3.0 (population mean) imply that the participants agreed were the leadership styles employed in conflict management. Again, one-sample z-test was conducted at 5% alpha to determine which items have mean values greater than 3.0. Table 4 shows the outcome of the data that was analysed.

Integrating Leadership Style in Conflict Management

This means that the respondents agreed with the assertions that in conflict management, leaders explore an issue and arrive at an acceptable solution to conflicting parties; leaders try to combine their ideas with those of the opposing parties to result in a decision; leaders try to work with conflicting parties to find solutions to the problem which satisfy everybody's expectation, and leaders exchange accurate information with one another to solve a problem together. Moreover, the leaders attempt to reveal all of their issues so that the

problems can be addressed as soon as possible; the leaders work together to arrive at decisions agreed by warring parties and this leadership attempts to work on a proper understanding of an issue with opposing parties.

Dominating Leadership Style in Conflict Management

Again, the findings revealed that largely leadership styles applied in conflict management in the selected schools included dominating leadership style. This implies that the respondents agreed with the assertions that during conflict management, Leadership uses their influence to get their ideas accepted; leadership uses their authority to make a decision; leaders use their expertise to decide in their favour; leaders are generally firm in pursuing the issues in conflict, and that leadership sometimes use their power to win in a competitive situation.

Compromising Leadership Style in Conflict Management

Furthermore, the findings revealed that largely leadership styles applied in conflict management in the selected schools included compromising leadership style. In other words, the respondents agreed that during conflict management, leaders try to find a middle ground to break deadlocks; leaders usually propose a middle ground to break deadlocks; leaders negotiate with warring individuals to reach a compromise; and those leaders use a "give and take" approach to reach a compromise

Effectiveness of Conflict Management

The study's final goal was to see whether instructors in a few Bolgatanga Municipality second cycle schools could effectively handle conflict. Using a 5-point performance rating scale, the sampled workers responded to questions in this section. Descriptive statistics like mean and standard deviation are used to

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illustrate the answers as seen in Table 5. The items with mean values higher than 3.0 indicate that the chosen schools were successful in managing conflict in that dimension.

Table 5: Effectiveness of Conflict Management

Statement	Mean	Stdev
Ensure performance goals of teachers are met	3.70	1.16
Ensure the high performance of the school	3.65	1.26
Ensure high morale among staff	3.57	1.26
Ensure good interpersonal relationship among staff	3.57	1.26
Ensure commitment of staff to school	3.56	1.26
The ability of leaders to effectively manage conflict in the organization	3.46	1.18
Attain and maintain a moderate amount of substantive conflict	3.45	1.11
Select and use appropriate conflict management strategies	3.38	1.12
Minimize the amount of conflict at various levels	3.36	1.17
Overall effectiveness	3.53	0.97

Source: Field survey (2019)

Note: Number of observations is 215, Scale: = "Very ineffective"; 2 = "Ineffective" 3= "Neutral" 4= "Effective" 5= "Very effective.

The outcome showed that overall, the selected schools were highly effective in conflict management (M=3.53, SD=0.97). The schools achieved effective conflict management by ensuring that performance goals of teachers are met (M=3.70, SD=1.16), high performance of the school (M=3.65, SD=1.26), high moral standards among staff (M=3.57, SD=1.26), the good interpersonal relationship among staff (M=3.57, SD=1.26), and commitment of staff (M=3.56, SD=1.26). Also, conflict management effectiveness of the schools led to the attainment and maintenance of moderate amount of

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substantive conflict (M=3.45, SD=1.11), selection and use of appropriate conflict management strategies (M=3.38, SD=1.12), and minimization of the amount of conflict at various levels (M=3.36, SD=1.17).

Leadership Style and Effectiveness of Conflict Management

The fourth specific objective of the study is to examine the relationship between leadership styles on the effectiveness of conflict management among teachers in second cycle schools in the Bolgatanga Municipality. To achieve this objective, correlation and regression analyses were done. A study published in the journal Leadership and Organizational Behaviour shows that the leadership style described and overall effectiveness, as well as conflict management, correlate.

Table 6: Results of Correlation analysis

	1	2	3	4	5	6
Effectiveness (1)	1					
Integrating (2)	.670**	1				
Obliging (3)	.503**	.470**	1			
Dominating (4)	-.164*	-.193**	.001	1		
Avoiding (5)	-.121	-.175*	-.057	.487**	1	
Compromising (6)	.225**	.214**	.138*	.117	.156*	1

Source: Field survey (2019)

** Correlation is significant at the 0.01 level whereas * is at the 0.05 level

In this study, the correlation analysis showed that the dimensions of conflict management leadership styles used, such as integrating leadership style (r=.670, p0.01), complying leadership style (p0.01) and compromising leadership style (r=.225, p0.01) all had significant positive correlations with the overall effectiveness of conflict management in schools (p0.01). According to this, schools' effectiveness in conflict management may be significantly influenced by the dimension of leadership. There was also a significant negative connection between the overall efficacy of the schools in conflict management

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and the dominant leadership style (r= -.164, p0.05). However, the avoiding leadership style (r= -0.3121, p>0.05) did not show any significant relationships.

Botsch (2011) offers the following typical correlation specifications: Small/weak: less than 0.10; small/weak: between 0.10 and 0.19; moderate: between 0.20 and 0.29; strong: between 0.30 and 0.39; and large: above 0.40. The implications of the above findings is that leadership style in the form of integrating (r=.670, p<0.01), and obliging leadership style (r=.503, p<0.01) have had very strong correlations with the overall effectiveness of the schools in conflict management while the compromising leadership style (r=.225, p<0.01) has a moderately strong relationship with overall conflict management effectiveness. Also, the dominating leadership style (r= -.164, p<0.05) therefore has a weak negative correlation with the overall effectiveness of the schools in conflict management.

To determine the contribution of each dimension of leadership styles to explaining the effectiveness of conflict management, a multiple linear regression analysis was done and the findings presented in Table 7.

The output of the linear regression analysis revealed that only two dimensions of leadership styles are significant predictors of the effectiveness of the schools in conflict management (p<0.05) including integrating and obliging leadership styles. The total efficacy of schools in conflict management was shown to be significantly improved by integrating leadership style (=0.521, p0.01). This implies that increasing the frequency with which integrating leadership during conflict management is adopted would enhance the efficacy of conflict management in Bolgatanga Municipality's Second Cycle Institutions

significantly. Therefore, the alternate hypothesis, H1 is supported while its null is rejected.

Table 7: Results of Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T-stat	Sig.
(Constant)	.667	.327		2.035	.043
Integrating	.521	.058	.522	8.993	.000*
Obliging	.339	.076	.246	4.431	.000*
Dominating	-.080	.059	-.077	-1.367	.173
Avoiding	.010	.066	.008	.146	.884
Compromising	.102	.060	.087	1.712	.088

a. Dependent Variable: overall effectiveness in conflict management

*statistically significant at 95% confidence level; R=0.642; R-square=50.5%;

F=42.562; Prob. for F distribution=0.000

Source: Field survey (2019)

This leadership style had a substantial beneficial impact on total conflict management effectiveness (p.0.01), as was also discovered by the researchers. This means that if the obliging leadership style is used more often during conflict management, the total efficacy of conflict management in Second Cycle Institutions in the Bolgatanga Municipality will rise significantly. Therefore, the alternate hypothesis, H2 is supported while its null is rejected.

However, dimensions of leadership styles such as dominating (β=-.080, p>0.05), avoiding (β= .010, p>0.05), and compromising (β=.102, p>0.05), all had no significant influence on the effectiveness of the schools in conflict management. Therefore, the alternate hypotheses H3, H4 and H5 are rejected while their null hypothesis is retained.

The aforementioned regression model's coefficient of determination was determined to be (Rsq=50.5%). This means that 50.5% of the level of

effectiveness of conflict management in the selected schools is explained (accounted for) by the leadership styles included in the study. A total of 49.5% of conflict management effectiveness is attributed to variables that were not examined in the research.

Discussion of Results

The study investigated the causes of conflict in secondary schools in the municipality of Bolgatanga as one of its goals and found that discrimination, lack of transparency or accountability and lack of openness to promotion are key causes of conflict. A case study of the Nkayi South Circuit conducted by Mapolisa and Tshabalala (2012) found that conflict in Zimbabwean schools may be traced back too many different factors. However, these findings are inconsistent with the findings of Ghaffar (2009) who examined the causes and management strategies of conflict in schools. Ghaffar (2009) revealed that inadequate communication, a rivalry for shared but insufficient resources and conflicting priorities are the key causes of conflict in schools.

Second cycle schools in the Bolgatanga Municipality use a variety of leadership styles, including integrating, compromising, dominating, complying, and avoiding. These results are in agreement with those of Kantek and Gezer (2009) as well as Ghaffar (2009). There is some disagreement between these results and those of Nekoei-Moghadam, Delavari et al (2010). When it comes to conflict management, the three most common leadership styles employed are avoidance-oriented, solution-oriented, and control-oriented, according to the researchers.

Regarding the overall effectiveness of conflict management among teachers, the study revealed that teachers perceived conflict management to be

highly effective in their respective schools. Researchers Somech (2008) and Balay (2006), who looked at how disputes are handled in school teams and how administrators and instructors deal with conflicts, found similar results.

When it comes to conflict management, integrating and obliging are successful types of leadership. These findings agree with Wanyonyi, Kimani, and Amuhaya (2015) which studied the influence of the styles of conflict management on employees' organizational performance in Kenya Seed Company and found that accommodating, compromising and integrating styles improve performance. However, the study did not find leadership styles such as compromising to influence teacher commitment which is a component of conflict management effectiveness.

As Chandolia and Anastasiou (2020), KIRAN et al. (2019), and Hassanian and colleagues (2019) noted, the integrative style of conflict management provides significant mutual benefit to the parties, the study's findings agree that. In this study, the integrating style was found to be mostly used by Second Cycle Institutions in the Bolgatanga Municipality and also found to have a significant positive effect on the effectiveness of conflict management in the schools leading to the benefits mentioned by the above researchers.

In the study by Hendel, Fish, and Galon, the researchers also explain the conflict mode choices made by general hospital head nurses and assess the connection between leadership style, conflict management method selection, and demographic characteristics (2005). The most widely used technique was the style of compromise. In this research, the second most popular conflict management approach, besides the integrating, was compromising leadership

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but this style had no major impact on the level of conflict management performance.

Chapter Summary

In this chapter, the study's findings and data are analysed and discussed. In order to make sense of the gathered data, descriptive and inferential statistical methods are used. From the demographic analysis, the study revealed that 143 respondents representing 66.5% were males and 88 respondents (40.9%) were within the age range of 40-49 which represented the majority of the respondents. Regarding educational qualification, the majority of the respondents had a Bachelor Degree representing 61.9% (133) of the respondents and 108 respondents representing 50.2% had been engaged in their respective schools for less than five years. The study also revealed that perceived discrimination, lack of accountability or accountability and lack of openness on promotions were the major causes of conflicts and bullying or harassment and infringement on individual taboos were the minor or least causes of conflicts in the understudied second cycle schools. According to the research, integrating, dominating, and compromise leadership styles were the most often utilized in conflict resolution, while avoiding and obliging leadership styles were the least frequently used. In terms of conflict management efficacy, the research found that conflict management is generally successful in second cycle schools in the Bolgatanga Municipality. Specifically, the study disclosed some major factors or drivers of effective conflict management, which are; ensure performance goals are met, ensure high performance of the various schools and ensure high morale among staff. According to the findings of the research, integrating, accommodating, and compromise leadership styles all have a statistically

significant beneficial connection with overall conflict management in schools. It has been shown that a dominant leadership style has a strong negative connection with the overall efficacy of conflict management in educational institutions. The efficacy of conflict management in schools, on the other hand, is not significantly influenced by the avoidance of a particular leadership style.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

Following the presentation and discussion of the research's findings, this chapter summarizes the whole study, draws the appropriate conclusions, and outlines a number of suggestions. As a result, this chapter contains a summary of the study's main results, as well as the conclusion and related suggestions.

Summary

The research looked at the efficacy of conflict management leadership styles in second cycle schools in the Bolgatanga Municipality in the Upper East Region. The research looked at the main reasons of teacher conflict, as well as the different leadership styles used in conflict resolution, the efficacy of conflict resolution, and the connection between leadership styles and the effectiveness of conflict resolution among teachers.

Teachers from five senior high schools in the Bolgatanga Municipality were surveyed using a standardized questionnaire. In all, 215 instructors took part in the research. The instructors were chosen using a convenience sample method. The data was analyzed using descriptive and inferential statistics.

The research found that perceived discrimination, a lack of transparency or accountability, a lack of openness on promotions, and inadequate leadership were the main causes of disputes in the chosen schools.

Concerning the leadership style used in conflict management, the study identified the integrating leadership style to be the most frequently used by the schools followed by the compromising leadership style and dominating style. The obliging style and avoiding leadership style were less frequently adopted.

Overall, conflict management in the schools was moderately effective as the conflict management contributed to ensuring that performance goals of teachers are met; high performance of the schools, high morale among staff, good interpersonal relationship among staff, the commitment of staff, and minimizing the amount of conflict at various levels.

If you're interested in learning more about how leadership style affects conflict management effectiveness, the research showed that only integration and compliance had a substantial beneficial impact, whereas dominant avoidance and compromise leadership styles had no significant impact.

Conclusions

Conflict is a component of Bolgatanga Municipality Second Cycle Institutions, according to the results of the research The conflicts are largely caused by factors such as perceived discrimination, lack of clarity or accountability, lack of openness on promotions, and poor leadership among the teachers. For effective management of conflicts, the schools frequently adopt various leadership styles including integrating, compromising, and dominating leadership style, but less frequently adopt the obliging and avoiding leadership styles. The schools are effective in conflict management, leading to a reduction in the number of conflicts, boosting teacher morale and commitment and ultimately leading to the high performance of the schools. However, the integrating and obliging leadership style adopted by the schools contributed significantly to the effectiveness of conflict management achieved by the schools. The findings lend support to related empirical literature. Therefore, the alternate hypotheses, HI and H2 are supported while H3, H4 and H5 are rejected.

Recommendations

The researcher strongly suggests the following based on the results of this study:

1. Regarding the causes of conflicts in the schools, factors such as perceived discrimination, lack of clarity or accountability, lack of openness on promotions, and poor leadership were identified. Therefore, the study recommends the management of the schools to eliminate all forms of discriminations in the schools to ensure that teachers co-exist peacefully among themselves. Discrimination, either by sex, tribe, and religion or by association should be punishable. Therefore, standards and code of conduct must be adopted to guide the behaviour and conduct of teachers in the schools.

2. Also, there should be proper accountability by the administrators of the school. Teachers must be given their due reward, whether financial or non-financial. Profit must be declared and shared equitably among staff.

3. Promotional issues must be handled with care. Recommendation of promotion should be done based on merit, not who you know. There must be inclusiveness in decision-making in the school.

The efficacy of conflict management was shown to be enhanced by integrating and obliging leadership types. The study recommends to the schools to frequently adopt these leadership styles during the conflict management to help improve upon the level of the conflict management effectiveness.

Suggestion for Further Studies

Future studies should look at extending the study to other universities throughout the country to ensure that the findings are applicable across the

board. The instrument used i.e., questionnaire in this study to collect the data is very common to researchers. Other approaches, e.g. the interview-based community discussions or discussions forum etc, may have been used for this study. In the future, the impact of conflict on public sector organizations' success in Ghana may be investigated.

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APPENDICES

APPENDIX A

SURVEY QUESTIONNAIRE

QUESTIONNAIRE
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TOPIC: Examining Leadership Style Used In Conflict Management among Teachers in Second Cycle Institutions in the Bolgatanga Municipality.

Introduction: The researcher of the above topic is a Postgraduate student of the University of Cape Coast (UCC). This questionnaire is meant to achieve the aforementioned topic and successful completion of which will lead to the award of MBA degree. The researchers, therefore, would be glad if respondents could be as candid as possible. The researchers also pledge to conceal the identity of all persons who volunteer information as required by this questionnaire.

SECTION A: Demographic Profile of Respondents

1). Gender

 A. Male [ ]   B. Female [ ]

2). Age

A. less than 20years [ ] B. 20-29 years [ ] C. 30-39 years [ ] D. 40-49yrs [ ]

E. 50 years and above [ ]

3). Educational level

A. SHS/O-Level/A-level   [   ]

B. Certificate in Education   [   ]

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C. Diploma in Education   [ ]

D. Bachelor Degree [ ]

E. Masters [ ]

E. Others (specify)……………….

4). How long have you been teaching in this school? (Tenure of work)

A. less 5yrs [ ]   B. 5-9 yrs [ ]   C. 10-14yrs [ ]   D. 15yrs and above [ ]

5). Position held in the school

A. administrator [ ]   B. Non-administer [ ]

SECTION B: Causes of Conflict

This section assesses the major causes of conflict in your school. Please choose

a number from 1 to 5 using the following Likert scales. Choose;

1= Strongly disagree, 2= Disagree, 3 =Neutral, 4= Agree, 5 =Strongly agree

		Tick only one answer				
	Cause of conflict	1	2	3	4	5
1	Personality clashes due to warring egos					
2	Poor leadership from school administrators					
3	Poor line management					
4	Poor performance management					
5	Heavy workload					
6	Bullying/harassment					
7	Lack of openness for promotions					
8	Lack of clarity or accountability					
9	Lack of role clarity					
10	Infringement on individual taboos					
11	Clash of values (political, religious, ethnic etc)					
12	Stress due to workload					
13	Perceived discrimination					
14	Poor selection of/pairing of teams					
	Others (specify)					

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SECTION C: Leadership styles in conflict management

This determined the various leadership styles applied in conflict management in your school Please respond by choosing a number from 1 to 5 on the scale. Choose

1= Strongly disagree, 2= Disagree, 3 =Neutral, 4= Agree, 5 =Strongly agree

		choose only one answer				
	Integrating style	1	2	3	4	5
1	Leaders try to investigate an issue and find a solution to acceptable conflicting parties.					
2	Leaders try to integrate their ideas with those of the conflicting party to come up with a decision.					
3	Leaders try to work with conflicting parties to find solutions to the problem which satisfy everybody's expectation					
4	Leaders exchange accurate information with one another to solve a problem together.					
5	Leaders try to bring all concerns out in the open so that the issues can be resolved in the best possible way.					
6	Leadership collaborates to come up with decisions acceptable to warring parties.					
7	Leadership tries to work with conflicting parties for a proper understanding of a problem.					
8	Overall, leadership uses an integrating approach to conflict management					

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		choose only one answer				
	Obliging style	1	2	3	4	5
1	Leadership generally tries to satisfy the needs of the individuals involved in the conflict.					
2	Leadership usually accommodates the wishes of the individuals involved in the conflict.					
3	Leadership gives in to the wishes of warring individuals.					
4	Leadership gives concessions to the individuals involved in the conflict.					
5	Leaders often go along with the suggestions of other people in a conflict management situation.					
6	Leaders try to satisfy the expectations of their friends during conflict management.					

		Choose only one answer				
	Dominating Style	1	2	3	4	5
1	Leadership uses their influence to get their ideas accepted					
2	Leadership uses their authority to decide in their favour					
3	Leaders use their expertise to decide in their favour.					
4	Leaders are generally firm in pursuing the issues in conflict					
5	Leadership sometimes use their power to win in a competitive situation					

		Choose only one answer				
	Avoiding Style	1	2	3	4	5
1	Leadership attempts to avoid being "put on the spot" and try to ignore conflict in the organization.					
2	Leaders usually avoid open discussion of any differences/conflict in the organization					
3	Leaders try to stay away from disagreement in the organization.					
4	Leaders avoid an encounter with individuals involved in a conflict					
5	Leaders try to stay away from conflicts in the organization to avoid hard feelings.					
6	Leadership tries to avoid unpleasant exchanges with individuals in a conflict situation					

		Choose only one answer				
	Comprising style	1	2	3	4	5
1	Leadership tries to find a middle course to resolve an impasse.					
2	Leadership usually proposes a middle ground for breaking deadlocks.					
3	Leadership negotiates with the warring individual so that a compromise can be reached.					
4	Leaders use a "give and take" approach so that a compromise can be made.					

SECTION C: Effectiveness of conflict management

This section measures the level of effectiveness of conflict management in your school using a Five-point scale below.

1 = "Very ineffective", 2 = "Ineffective", 3= "Neutral", 4= "Effective", 5= "Very effective"

		Choose only one number				
	Rank the effectiveness of leaders in your organization to:	1	2	3	4	5
1.	Minimize the amount of conflict at various levels					
2	Attain and maintain a moderate amount of substantive conflict					
3.	Select and use appropriate conflict management strategies					
4	Ensure good interpersonal relationship among staff					
5	Ensure high morale among staff					
6	Ensure commitment of staff to school					
7	Ensure performance goals of teachers are met					
8	Ensure the high performance of the school					
9	The overall ability of leaders to effectively manage conflict in the organization					

THANK YOU

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